

Geography

**Year 9, year 10 and year 11
Scheme of learning 2025 - 2026**

Head of Learning: Mrs. H Finney

Topics by term	Topic overview for year group 9					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics taught	1. Global Resource Management. 3. Resources in the UK. 2. Food Option	1. Physical Diversity of the UK. 2. River Landscapes UK	1. Urban Change in The UK (London Case Study) 2. Sustainable development of urban areas.	The Development Gap and Quality of Life.	1. The Development Gap: Tourism Jamaica. 2. Ecosystems	1. Tropical rainforests (Malaysia, SE Asia CS) 2. Study skills and revision of topics covered so far
Prerequisites	Year 8 Term 6 – Earth’s conflict over resources. Foundations set for local, national and global scales in terms of resources. Further built from Sustainable Earth in Year 7 Term 6, plus Economic World in Year 8 Term 2, in terms of global inequality.	Year 7 Term 5 Rivers and flooding. Processes for landform formation revisited in Year 8 Term 3 coasts. Rivers also examined in terms of flooding context, and the impacts / conflicts with humanity in Year 7 Term 1, Term 3, Term 6 and in Year 8 Term 6.	Term 3 Year 7 Stepping into Asia lays foundations for population growth and urbanisation. Year 7 Term 6 examines what a sustainable city is. Revisited in Year 8 Term 2, with the Economy, and where London is introduced. Finally in Term 4, with the consequences of climate change upon human settlement.	Term 2 Year 8 Economic World set the foundations for national economic structure compared to the economic structure of other countries. This is further examined in Term 5 Year 8 in International Development. With causes of the gaps in development between countries, and measures of development embedded.	Term 5 Year 8 continues as discussed for Term 4 prerequisites. Term 4 Year 7 Weather and Climate, plus Term 6 Year 7 Sustainable Earth. Where ecosystems have been examined in KS3 in a local and global context, with themes of conserving nature for future generations, and the interdependence seen in these systems.	Term 6 Year 7 Sustainable earth first sets importance of tropical rainforests. Built upon further in Term 4 Year 8 and Term 6 Year 8, with humanities impacts upon the biome and environmental consequences. Ecosystems in Term 5 Year 9 examine on local basis, and Term 3 Year 9 understanding of location case study.
Why is this taught now?	Builds directly upon end of KS3 in terms of human’s interrelationships with the physical landscape. Plus, the sense of place locally, nationally and across the continents. Foundations of GCSE skill.	Water and Rivers a key resource for humanity (moving directly on from Term 1). Sets foundations for the step-by-step formation of physical landforms, with the processes involved, seen across physical geography.	First Case Study of 5 in the course. River Thames runs through London from Term 2, and integral to the origins of the settlement. Examines urban change on a national (local for Abbey students) scale as accessible sense of place, before examining global urbanisation.	From national in Term 3 to global. Scaling-up sense of place to broaden scope for the AQA specification and compare countries and contexts.	Strategies to close the development gap from Term 4 now examined in example place of Jamaica. The consequences of environmental impacts from humanity feeds into Ecosystems topics, over the next term and into Year 10 term 1.	Ecosystems on a local scale in Term 5, now scales up into biomes (ecosystems on a global scale). Humans’ interrelationships with nature examined further in this physical case study, plus extended consequences of environmental impacts.

Topics by term	Topic overview for year group 10					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics taught	Cold environments (Svalbard CS)	Economic Development in the UK.	1. Global patterns of urban change 2. Urban growth in Brazil (Rio De Janeiro CS)	Coastal landscapes in the UK	Economic development in Nigeria (Nigeria CS)	1. Climate Change 2. Study skills and revision of topics covered so far – EOY exam
Prerequisites	Year 7 cold environments. Where Antarctica is examined predominately, but also visit Russia and meet Svalbard. Foundations of the physical geography of glacial landscapes, and the human conflicts surrounding economy set. Revisited economy in Year 8 Term 2. Cold landscapes visited again in Year 8 Term 4 during climate change.	Year 8 Term 2 Economic World in KS3 examines the economy in the UK (nationally) before examining globally (The Middle East). Year 9 Term 3 London established a greater sense of place nationally within human geography, with securing measures of development in HICs such as the UK in Term 4 Year 9.	Term 5 Year 8 in International Development. With causes of the gaps in development between countries, and measures of development embedded in Terms 4 and 5 of Year 9.	Year 8 Term 3 Where the land meets the sea. Processes for landform formation further examined in Rivers and flooding in Term 2 Year 9. Economic Development in the UK in Term 2 Year 10 required to set the evaluation of coast for coastal management techniques.	Year 8 Term 2 Economic World in KS3 examines the economy in the UK (nationally) before examining globally (The Middle East). Measures of economy further embedded in Term 2 Year 10 with Economic Development of the UK.	Year 8 Term 4 for Climate Change and the Earth's Future. Concepts adding to the pressures upon Planet Earth also examined in Term 1 and Term 6 in Year 9. Sea-level rise and impact of climate change, in terms of sustainability of management techniques further considered in Year 10 coasts and Case Studies.
Why is this taught now?	Option Ecosystems topic following on from Term 6 Year 9. Scaled up from local and national ecosystems to global biomes, and all the fundamental concept interrelationships.		Prerequisites of London recapped in previous term in Economic development of the UK, scaled towards a global city for comparison. Students can examine and judge the cities with those fundamental prerequisites embedded.	From global coastline of Rio back to local examination, in preparation for enquiry foundations for fieldwork. GCSE – Reculver example and Year 11 local investigation Term 1.	Coastlines examined at a local and national scale in Term 4, scaled-up to a global coastline. Examining the impact of physical geography (such as submergent coastline) alongside the future economic trading of a country (e.g. Shell oil in Bodo). Students can further examine and justify environmental geography at a global scale.	Further unique application of the global concerns of climate change upon the prior topics of Rio, the UK's coast and Nigeria's oil industry.

Topics by term	Topic overview for year group 11					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics taught	Fieldwork Whitstable fieldtrip Geographical Skills	1. Natural hazards 2. Tectonic hazards.	Weather hazards.	Case studies, Revision, and exam practise.	1. Pre-release booklet Paper 3 Issue evaluation (6 hours study). 2. Revision and exam practise	/
Prerequisites	Local fieldwork investigations from Term 4 in Year 7 and Term 3 from Year 8. Further geographical mapping and graphical skills consistent through the course. Coastal context from Term 3 Year 8 and Term 4 Year 10 (with pre-example coast investigated of Reculver, Kent). UK Economy context from Year 8 Term 2, and then Year 10 Term 2.	Year 7 Term 4 Weather and climate. Then Year 7 Term 5 Rivers and Flooding. Plus, Year 8 Term 1 Dangerous Tectonic Activity. Foundations for the physical concepts and processes of physical geography. Term 2 and Term 5 Economic and Development Human geography: elaboration of the impacts of the natural world upon human societies.	Continuation of same prerequisites from Term 2.	Year 9 Term 6 Ecosystems and Tropical Rainforest: Malaysia. Year 10 Term 1 Ecosystems and Cold Environments: Svalbard. Year 9 Term 3: Urban Change of London. Year 10 Term 3: Urban Change of Rio de Janeiro. Year 9 Term 4 development gap, plus economic change with Year 10 Term 5: Nigeria.	Geographical skills running throughout the geography course reach a pinnacle here. Any or all skills tested within the booklet. Unseen topic based on any of the topics from Years 9 – 11. Recall Term 1 fieldwork.	/
Why is this taught now?	AQA examination paper 3: Section B local fieldwork investigation. Best time of year to collate close to accurate data in the field (for both enquiries), to then present and analyse, before being tested upon. Skills revisited in Term 5.	Local Geographical Fieldwork in Term 1 examines physical processes and the economy of the local area. With hazards for terms 2 and 3, both aspects of the local investigation are scaled up to global contexts.	Continuation of hazards from Term 2. Students examine the complex interrelationships between humanity and nature. These complex systems lay solid foundations for the KS5 As Level course.	Recap of all 5 Case studies in preparation for examination papers 1 and 2. Level 3 AOs detail for specific sense of place. Final examination answer structure practice for the 9 marked questions.	AQA exam board releases Issue Evaluation document and topic (End of April sent to centres). For Section A of Paper 3. Controlled 6 hours within class study time before examination. Revisit Term 1 fieldwork for Section B of Paper 3.	/

SMSC In Geography

Spiritual – The study of real people in real places, and of our relationship with the environment, is at the heart of the curriculum.

Moral – Most geographical issues have a moral dimension. Environmental relationships, in particular, have a wealth of opportunities for distinguishing a moral dimension.

Social – Geography has a key role in developing understanding of citizenship. For example, decision-making exercises introducing planning processes.

Cultural – Through its study of real people in real places, geography is a natural vehicle for exploring multicultural society.

Specification o References	Big questions	Topic area: main Items and learning objectives All: grades 1-3 Most: grades 4-6 Some: grades 7-9 Examples Case studies	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal development curriculum links (SMSC, British values, PSHE)
Topic 1: Global resource management and resources in the UK GCSE AQA: paper 2: challenges in the human environment							
3.4	<p>1. What does PEA do to describe global distribution? (The relationship between human and physical maps).</p> <p>2. Who is eating all the food, drinking all the water and using all the energy?</p> <p>3. What is the mystery plant that is destroying our rainforests?</p> <p>4. What are food miles and how are they impacting the environment?</p> <p>5. How is demand for food in the UK changing?</p> <p>6. How can we get water from areas of surplus to areas of deficit in the UK?</p> <p>7. How has energy use changed over time and what might it look like in the future?</p>	<p>All will locate the 7 continents, 5 oceans, and 2-3 countries within each continent geographically.</p> <p>Most will use latitude/longitude and 4/6 figure grid referencing to pin point more specific location.</p> <p>Some will read maps at a range of scales, give directions and measure distance and use symbols.</p> <p>All will compare different levels of food/water/energy consumption globally and in the UK</p> <p>Most will suggest reasons for the variation</p> <p>Some will consider ways in which unequal access to resources can be rectified.</p>	<p>Each lesson to have a recap starter activity (eg. quickfire quiz or ‘geog your memory’ style activity) in order to embed previous lesson content. These should be to varying degrees of scale (eg. based around what was covered last lesson, last week, last month)</p> <ul style="list-style-type: none"> Cartographic skills: <ul style="list-style-type: none"> -locating places -Identifying human/physical features on a map -Interpreting features using a key Map and give reasons for global variations of food/water/energy Explain and evaluate alternative sustainable sources of food/water/energy <p>STRETCH AND CHALLENGE</p> <ul style="list-style-type: none"> How might this topic have changed in 100 years’ time? 	<p>Literacy</p> <p>Scale Compass direction 4 and 6 figure grid referencing Consumption Scarcity Deficit Surplus Security Insecurity</p> <p>Numeracy</p> <p>Mapping food miles Calculating carbon production</p>	<p>Mid topic assessment – comparing energy/food/water use globally on tracing paper maps. PEA analysis of resource maps</p> <p>Homework Where in the world quiz 6 figure grid referencing game Keyword spelling/definition test. Calculating water use activity. Research: find 5 different food items in your home and origin country, for food mile mapping exercise.</p>	<p>AQA geographical skills and fieldwork textbook Atlas OS maps Blank maps GIS – satellite images of water sources/large scale agriculture etc</p>	<p>Examine the interrelationships between humanity and the environment. A sense of place requires a knowledge and understanding of cultural traditions of people. Analyse the characteristics of an area, and explore the multicultural society. Students evaluate the ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives. Enables them to empathise. Investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of</p>

			<ul style="list-style-type: none"> Consider how projected population changes may affect food production and distribution. Summarise in a paragraph. Link climate change and food production – predict what may happen in the next 50 years. 				others on these issues.
Topic 2: Food							
3.1.3	<ol style="list-style-type: none"> What does it mean to have food security? The more developed a country becomes, the more food its inhabitants consume. Why and how is this? What are the human and physical geographical reasons for food insecurity? Why do some people have plenty of food, and some not enough? What are the positives and negatives of growing food using a large scale agricultural scheme? How can our food supply be made more sustainable? 	<p>All will know the reasons for food security and insecurity Most will be able to suggest ways in which countries/governments can overcome food insecurity Some will be able to evaluate historical and physical reasons for food insecurity.</p> <p>All will explain the advantages and disadvantages of a large scale agricultural scheme in a named location (Almeria, Spain) Most will evaluate a range of advantages and disadvantages of a large scale agricultural scheme in a named location (Almeria, Spain) Some will justify whether they agree/disagree with the large scale agricultural scheme in</p>	<p>Each lesson to have a recap starter activity (eg. quickfire quiz or ‘geog your memory’ style activity) in order to embed previous lesson content. These should be to varying degrees of scale (eg. based around what was covered last lesson, last week, last month)</p> <ul style="list-style-type: none"> Cartographic skills: <ul style="list-style-type: none"> -locating places -Identifying human/physical features on a map -Interpreting features using a key Map and give reasons for global variations of food Explain and evaluate alternative sustainable sources of food <p>STRETCH AND CHALLENGE</p>	Numeracy	Mapping food miles Calculating carbon production		Students evaluate the ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives. Enables them to empathise. Investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

		<p>Almeria, and suggest alternatives</p> <p>All will explain how food is being produced sustainably in a named location (Jamalpur, Bangladesh)</p> <p>Most will explain how this is sustainable in a range of S/E/E ways</p> <p>Some will suggest their own sustainable methods of food production for the future.</p>	<ul style="list-style-type: none"> How might this topic have changed in 100 years' time? Consider how projected population changes may affect food production and distribution. Summarise in a paragraph. Link climate change and food production – predict what may happen in the next 50 years. 				
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Term 2

Topic 1: Physical diversity of the UK and river landscapes UK GCSE AQA: Paper 1 – Living with the physical environment

3.2.3	<ol style="list-style-type: none"> How does the river change from its beginning to its end? How do processes change the shape of a river? What makes a river so bendy? How does the river shape the land in the lower course? What makes flooding worse – humans or nature? How can we reduce the effects of flooding? What are the social, economic and environmental effects of flooding? 	<p>All will identify changes in a river landforms and processes and landforms from upper to middle and lower course.</p> <p>Most will apply understanding of river processes to long profile and cross profile</p> <p>Some will apply the hjulstrom curve to river processes.</p> <p>All will identify landforms of erosion and deposition along a river course.</p> <p>Most will geographically locate an example of an estuary landform and explain its formation.</p> <p>Some will use annotated sketches to show how river landforms are formed.</p>	<p>Each lesson to have a recap starter activity (eg. quickfire quiz or 'geog your memory' style activity) in order to embed previous lesson content. These should be to varying degrees of scale (eg. based around what was covered last lesson, last week, last month)</p> <ul style="list-style-type: none"> Understand how a river changes from source to mouth Apply how different processes shape river landforms Evaluate strategies used to manage rivers and flooding 	<p>Literacy</p> <p>Fluvial Profile</p> <p>Upper/middle/lower course</p> <p>Vertical/lateral erosion</p> <p>Transportation</p> <p>Deposition</p> <p>Source</p> <p>Mouth</p> <p>Numeracy</p>	<p>Mid topic asst</p> <p>EOT asst</p> <p>Homework</p> <p>Keyword spelling/definition test</p> <p>River profile changes worksheet</p> <p>PiXL river landscapes quiz</p> <p>Hjulstrom curve worksheet</p>	<p>AQA 9-1 geography textbook</p> <p>Atlas</p> <p>OS maps</p> <p>Blank maps</p>	<p>Students examine the relationships they have with the environment. Moral development exploring through decision making, examining place suffering from flooding. Social citizenship debates and discusses the planning process for flood control methods, and the impacts upon people.</p>
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		<p>All will differentiate between the physical and human causes of flooding, and understand how soft and hard engineering strategies work.</p> <p>Most will apply storm hydrographs to flooding events, and interpret how soft and hard engineering affect them.</p> <p>Some will analyse and evaluate the costs and benefits of hard and soft engineering.</p>	<ul style="list-style-type: none"> Use data to plot a storm hydrograph/interpret info about a flood from a storm hydrograph <p>STRETCH AND CHALLENGE</p> <ul style="list-style-type: none"> Come up with two questions you think will beat the teacher Describe how a river changes from source to mouth, using at least 6 keywords 				
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Term 3

Topic 1: Urban challenges UK (London case study)

3.2.3	<ol style="list-style-type: none"> How is London important both nationally and internationally? How has London grown? What changes have happened in the London Docklands? How has urban change created opportunities in London? What is the best way to travel around London? How green is London? How has urban change created challenges, starting with social deprivation? 	<p>Case study of a HIC city (London, UK): reasons for its growth, economic and social opportunities and challenges. (Example- Battersea Regeneration)</p> <p>All will describe population density of the UK, and explain geographical reasons why London developed as the capital city</p>	<p>Each lesson to have a recap starter activity (eg. quickfire quiz or 'geog your memory' style activity) in order to embed previous lesson content. These should be to varying degrees of scale (eg. based around what was covered last lesson, last week, last month)</p>	<p>Literacy</p> <p>Urban growth</p> <p>Ethnicity</p> <p>Green space</p> <p>Crossrail</p> <p>Underground</p> <p>Population</p> <p>Deprivation</p> <p>Inequalities</p>	<p>Mid topic assessment</p> <p>Homework</p> <p>Keyword spelling/definition test.</p> <p>Worksheets from 'urban issues and challenges resources' work pack saved in folder.</p>	<p>AQA 9-1 geography textbook</p> <p>Atlas</p> <p>OS maps</p> <p>Blank maps</p> <p>Life expectancy tube map</p>	<p>Investigating social, moral and ethnic planning of London's Urban sprawl and built infrastructure for the cultural mix. Evaluating the success of opportunities provided to local community with regeneration projects (e.g. Shoreditch and Battersea) against the challenges</p>
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<p>8. How has urban change created further challenges of housing and impacts of urban sprawl?</p> <p>9. Why was the urban regeneration needed at Battersea and what were the main features of the project?</p>	<p>Most will explain historical reasons for why London has grown as the capital</p> <p>Some will explain why London attracts a certain demographic to migrate there</p> <p>All will describe the demographic structure of London using a population pyramid.</p> <p>Most will make predictions about the future of London's population.</p> <p>Some will suggest an alternative capital city of England with justifications.</p> <p>All will describe ethnic changes/social composition within London over time</p> <p>Most will explain reasons for inequalities in social composition and S/E/E effects of it</p> <p>Some will make predictions for future ethnic/social composition changes</p>	<ul style="list-style-type: none"> Describe and suggest reasons for population distribution in UK (cities) Identify reasons for London's growth and importance. Discuss and suggest reasons for London's population structure. Predict how it is likely to change in the future. Describe the cultural/ethnic mix in London and examine how this is has changed/is changing due to economic factors. Evaluate London's transport systems. Evaluate London's green spaces and link this with the city's pollution levels Describe and suggest why there are inequalities in London. Battersea Regeneration project <p>STRETCH AND CHALLENGE</p> <ul style="list-style-type: none"> Plan a fieldwork enquiry for London and include the following: Hypothesis; data collection; risks involved what you could do with the data. 	<p>Sustainable Renewable Social Economic Environmental</p>	<p>Design your own sustainable building, with annotations and predicted impact of waste/pollution reduction.</p>		<p>associated with social deprivation in numerous localities around London.</p>
<p>Topic 2: Sustainable development of urban areas</p>						

<p>10. Can cities ever be sustainable?</p>	<p>All will identify what primary/secondary/tertiary/quaternary jobs are and where they are happening within London. Most will identify historical changes to employment/employment structures in London and give reasons for these changes Some will predict future changes to employment structure in London and consider a 'fifth' sector.</p> <p>All will compare levels of air pollution and waste with amount of green space/trees in London. Most will make suggestions for strategies to reduce pollution and waste in London and evaluate the transport options in London. Some will apply KS3 case studies (Curitiba, Brazil and BedZed) to London.</p>	<p>Each lesson to have a recap starter activity (eg. quickfire quiz or 'geog your memory' style activity) in order to embed previous lesson content. These should be to varying degrees of scale (eg. based around what was covered last lesson, last week, last month)</p> <ul style="list-style-type: none"> • Apply sustainable strategies to cities • Impact of cities on the environment • How to make cities more sustainable – London's East Village and Bristol <p>STRETCH AND CHALLENGE</p> <ul style="list-style-type: none"> • Write a letter to your local councillor outlining how and why all new housing in Kent should be sustainable. 	<p>Literacy</p> <p>Numeracy</p>	<p>Mid topic asst EOT asst</p> <p>Homework</p>	<p>AQA 9-1 geography textbook Atlas</p>	<p>Studying people, where they live and our relationship with the environment. For students to explore their own feelings about people, culture, place and environment.</p>
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Term 4

Topic: The Development Gap and Quality of Life

<p>3.2.2</p>	<p>1. How do we decide how developed a country is?</p>	<p>All will map global variations of social and economic development</p>	<ul style="list-style-type: none"> • Map and classify LICs/HICs/NEEs globally 	<p>Literacy HDI Health</p>	<p>Mid Topic Assessment</p>	<p>AQA 9-1 geography textbook Atlas</p>	<p>Students reflect upon where people live and quality of life.</p>
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<ol style="list-style-type: none"> 2. What are development indicators and how useful are they? 3. What is the demographic transition model (DTM) and how is it linked to economic development of a country? 4. How do historical, natural and political factors affect how developed countries are? 5. How and why do countries develop at different speeds? 6. What are the consequences of uneven development? 7. How can we reduce the development gap? 8. What is intermediate technology and how can it help to reduce the development gap? 9. What is fair trade and how can it help to reduce the development gap? 10. What is debt relief and how can it reduce the development gap? 11. How can tourism reduce the development gap? 	<p>Most will make links between the human development index (HDI) and demographic transition model (DTM)</p> <p>Some will predict which stage of the DTM certain countries will be at in 50 years' time</p> <p>All will classify historical and physical (natural) reasons for development</p> <p>Most will suggest a range of reasons why some countries are more developed than others</p> <p>Some will justify whether or not they think all countries will eventually become HICs</p>	<ul style="list-style-type: none"> • Examine the human development index (HDI) and suggest why certain countries are ranked where they are • Examine the demographic transition model (DTM) and suggest why a country may be in a certain stage. Predict what may make a country change/develop and move on the DTM • Assess historical reasons for rates of development and apply to current HICs/LICs/NEEs Suggest how countries can develop further <p>STRETCH AND CHALLENGE</p> <ul style="list-style-type: none"> • Plot an updated version of the DTM and justify your reasoning behind it <p>Plan and engage in a 'balloon debate' about historical reasons for development gaps. Include the following roles: a politician responsible for historical colonisation of Africa; a teenager living in Syria; Malala Yousafzai; a person who works for 'Water Aid'.</p>	<p>Economic Social Quality of life Wealth Education DTM Corruption Birth rate Death rate Natural increase Life expectancy Infant mortality Literacy rate People per doctor TNCs Aid Debt Loan Microfinance Intermediate technology Tourism Sustainable Development gap</p> <p>Numeracy DTM HDI</p>	<p>Homework Keyword spelling/definition test Create an annotated choropleth map of LIC/HIC/NEEs</p>		<p>Explore what life is like in a squatter settlement. Learning about social development, of the national and international trade links with impacts upon people and places. Culturally contrasting where students live to more distant localities.</p>
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				Graphical skills Calculating % increase			
Term 5	Topic: Ecosystems						
3.1.2	<ol style="list-style-type: none"> 1. What is an ecosystem? 1. How do ecosystems vary in size? 2. What is the nutrient cycle and why is it so important in the tropical rainforest? 3. How have plants and animals species have adapted to the rainforest? 4. How are plants and animals in a tropical rainforest interdependent? 5. Where is Malaysia located and how much of it is tropical rainforest? 6. What is causing deforestation in the tropical rainforest? 7. What are the impacts of deforestation in the tropical rainforest? 8. How is the tropical rainforest valuable and why should it be managed? 9. How can the tropical rainforest be managed sustainably? 	<p>Example of a UK ecosystem: Blean Woodland, Canterbury.</p> <p>All will identify a food web in a UK ecosystem and its key components (producer/primary consumer/secondary consumer) and interdependence within a food web.</p> <p>Most will do the above for a range of food webs in different climates/biomes globally.</p> <p>Some will apply understanding of human interactions with physical environments (climate change, deforestation) and how this affects food webs and biodiversity.</p> <p>All will identify and locate global biomes and describe characteristics of their climates.</p> <p>Most will explain reasons for their climate characteristics, and identify biodiversity within them and plants/animal adaptations.</p> <p>Some will apply understanding of human interactions with</p>	<p>Each lesson to have a recap starter activity (eg. quickfire quiz or 'geog your memory' style activity) in order to embed previous lesson content. These should be to varying degrees of scale (eg. based around what was covered last lesson, last week, last month)</p> <ul style="list-style-type: none"> • Describe and explain global biomes • Recognise interrelationships between biotic/abiotic components • Understand the interrelationships between people (humans) and the TRF (physical) <p>STRETCH AND CHALLENGE</p> <ul style="list-style-type: none"> • Which is a more important carbon sink: tropical rainforests or oceans? Argue your case. 	<p>Literacy</p> <p>Interdependence Biotic Abiotic Producer Consumer Decomposer Adaptation Deforestation Biodiversity Conservation</p> <p>Numeracy</p>	<p>Homework</p> <p>Keyword spelling/definition test Climate graph worksheet Design a food web for an ecosystem of your choice, with annotations about interdependence</p>	<p>AQA 9-1 geography textbook Atlas Blank maps GIS</p>	<p>Students examine the relationships they have with the environment. Moral development exploring through decision making, examining place impacts of deforestation. Social citizenship debates and discussions of the importance of the rainforest.</p>

		physical environments (climate change, deforestation) and how this is impacting plant/animal adaptations					
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(Continuation of term 5 topic 2 big questions)

Tropical rainforests (Malaysia case study)

Term 6		<p>Case study of causes and impacts of deforestation: Malaysia, SE Asia.</p> <p>All will geographically describe the location of the Malaysian rainforest and map areas affected by deforestation Most will describe and explain a range of causes and effects of deforestation in the Malaysian Amazon. Some will evaluate S/E/E impacts of deforestation and justify if they agree/disagree with it.</p> <p>All will recognise the importance of the Malaysian rainforest on a local, national, international scale, and describe named goods/services humans gain from it. Most will do the above and explain ways in which the TRF can be managed sustainably Some will campaign for sustainable management of</p>	<p>Each lesson to have a recap starter activity (eg. quickfire quiz or 'geog your memory' style activity) in order to embed previous lesson content. These should be to varying degrees of scale (eg. based around what was covered last lesson, last week, last month)</p> <ul style="list-style-type: none"> Understand the interrelationships between people (humans) and the TRF (physical) <p>STRETCH AND CHALLENGE</p> <ul style="list-style-type: none"> Which is a more important carbon sink: tropical rainforests or oceans? Argue your case. 	<p>Literacy Interdependence Biotic Abiotic Producer Consumer Decomposer Adaptation Deforestation Biodiversity Conservation</p> <p>Numeracy Climate graphs Calculating rainforest loss</p>	<p>Homework Keyword spelling/definition test Brazil research worksheet</p>	<p>AQA 9-1 geography textbook Atlas Blank maps GIS</p>	<p>Sense of enjoyment and fascination in learning about others and the world around them.</p> <p>Understand the consequences of their behaviour and actions with reference to climate change (indirect causes of deforestation eg).</p>
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		the TRF, with using S/E/E evidence as justification.					
Study skills and revision of topics covered so far in preparation for end of year exams							
		<ul style="list-style-type: none"> • Exam practice workbooks • CGP revision guides • AQA 9-1 books • Past papers • Exam style questions from each topic • GCSE pod • BBC bitesize 					<p>A revision-centric approach during term 6 enables students to reflect on their GCSE geography journey thus far, and adopt creative and imaginative strategies to effectively recap their learning. Students are able to revisit their learning of numerous human geography topics - such as economic development, quality of life and the development gap - and enrich their understanding and appreciation of different cultures, religions, ethnicities and socio-economic groups across the globe.</p>

Year 10 Term 1

Specification o References	Periods Big questions	Topic Area: Main Items	Outcomes that students should be able to	Key Terms / Concepts (literacy)	Assessment and homework tasks (90 minutes per fortnight)	Resources	Personal developme nt curriculum links (SMSC, British values, PSHE)
Term 1	Topic 1: Cold environments (Svalbard case study)						
3.1.2	<ol style="list-style-type: none"> 1. What is the climate like in polar and tundra regions? 2. How have plants and animals adapted to survive in cold environments? 3. What are the opportunities for development in a cold environment? 4. What are the challenges of development in a cold environment? 5. How can cold environments be managed sustainably? 6. Should cold environments just be left alone? 	<p>Case study of a cold environment (Svalbard): opportunities and challenges of economic development.</p> <p>All will locate polar/tundra biomes, describe their climate and explain reasons for their climate.</p> <p>Most will link the climate of polar/tundra biomes with plant/animal adaptations found there.</p> <p>Some will apply understanding of human interactions with physical environments (climate change, deforestation) and how this is impacting polar/tundra environments</p> <p>All will describe and explain the opportunities and challenges for economic development in a named cold environment (Alaska or Svalbard).</p> <p>Most will evaluate and defend reasons for/against economic development in a named cold environment.</p> <p>Some will justify a sustainable way to manage successful economic development in a named cold environment.</p>	<p>Each lesson to have a recap starter activity (eg. quickfire quiz or 'geog your memory' style activity) in order to embed previous lesson content. These should be to varying degrees of scale (eg. based around what was covered last lesson, last week, last month)</p> <ul style="list-style-type: none"> • Compare polar/tundra climates, ecosystems and wildlife • Explain what permafrost and its importance/effects of it melting • Examine and evaluate Svalbard's/Alaska's development 	<p>Literacy</p> <p>Polar Tundra Permafrost Arctic circle Alaska Indigenous Fishing Tourism Energy Mineral extraction Tourism Accessibility Infrastructure Onshore oil Wilderness</p> <p>Numeracy</p> <p>Climate graphs</p>	<p>Mid topic asst EOT asst</p> <p>Homework</p> <p>Keyword spelling/definition test Food web worksheet Table of comparison of polar/tundra environment Design a brochure page for a holiday to Svalbard/Alaska</p>	<p>Ppts Assessment ppts AQA 9-1 geography textbook GIS images Blank Alaska map</p>	<p>The term 1 'Cold environments' unit of work instils a sense of enthrallment within students as they learn about a contrasting region of the world they live in.</p>

		<p>All will understand how to protect cold envs at local/national/global level</p> <p>Most will examine technological development and conservation in polar/tundra environments.</p> <p>Some will justify whether they agree/disagree with leaving cold environments untouched or developing on them.</p>	<p>opportunities and challenges</p> <ul style="list-style-type: none"> • Examine and evaluate how cold wilderness environments can be managed • Propose how technology can be beneficial in protecting fragile cold environment ecosystems <p>STRETCH AND CHALLENGE</p> <ul style="list-style-type: none"> • On an outline map of Antarctica, draw a sketch map on top of it to show how you think ice sheet coverage may change over the next 100 years. Annotate with your reasoning. • Create a business plan around an opportunity for development in a cold environment, with projected profits and advantages of locating in a cold climate. 				
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Term 2	Topic: Economic Change In The UK						
3.2.2	<p>1. What industries can you work in and how does that affect the economy?</p> <p>2. What is a post-industrial economy and how has it changed the UK?</p> <p>3. What are science parks and why are they located near to universities?</p> <p>4. What are the environmental impacts of industry and how can it be made more sustainable?</p> <p>5. How are transport and the economy linked?</p> <p>6. Why is the UK divided in half?</p> <p>7. How are rural landscapes in the UK changing?</p>	<ul style="list-style-type: none"> • Example of sustainable industry – Nissan in Sunderland or Torr Quarry, Somerset <p>All will apply knowledge of primary/secondary/tertiary/quaternary employment to whole of the UK, and recognise the north/south divide</p> <p>Most will explain a range of reasons for the north/south divide using evidence</p> <p>Some will suggest and justify ways in which the north/south divide can be overcome.</p> <p>All will identify and locate key transport hubs in UK (ports/airports/railway lines)</p> <p>Most will evaluate the UK’s transport systems</p> <p>Some will justify whether they agree/disagree with third runway at Heathrow/HS2 developments in the future</p> <p>All will identify and locate an example of sustainable industry in the UK (Nissan, Sunderland)</p> <p>Most will explain how Nissan in Sunderland is sustainable</p> <p>Some will explain why primary/secondary employment is declining in the UK and increasing in LICs/NEEs</p>	<p>Each lesson to have a recap starter activity (eg. quickfire quiz or ‘geog your memory’ style activity) in order to embed previous lesson content. These should be to varying degrees of scale (eg. based around what was covered last lesson, last week, last month)</p> <ul style="list-style-type: none"> • Examine changes to UK’s industry over time, and how this has been influenced by globalisation • Apply the importance of transport and infrastructure in an increasingly globalised world • How to make industry sustainable <p>STRETCH AND CHALLENGE</p> <ul style="list-style-type: none"> • Predict: will there ever be a ‘fifth’ job sector? What might it look like? <p>Create an argument for relocating Heathrow’s third runway to Manchester airport instead.</p>	<p>Literacy</p> <p>Sustainable De-industrialisation</p> <p>Post-industrial Primary Secondary Tertiary Quaternary Hi-tech</p> <p>Numeracy</p> <p>Creating graphs from employment data % increase</p>	<p>Mid topic asst EOT asst</p> <p>Homework</p> <p>Job sector questionnaire and data presentation exercise.</p> <p>Create your own sustainable business plan.</p>	<p>AQA 9-1 geography textbook Atlas Blank maps GIS</p>	<p>As part of ‘Economic change within the UK’ topic, students assess the socioeconomic and ethical impacts of mine closures in England, and empathise with the varying viewpoints surrounding this contentious issue.</p>

Term 3							
3.2.1	Topic 2: Global patterns of urban change						
	<p>1. How many people live in cities worldwide and why is this figure growing?</p> <p>2. What is a megacity?</p> <p>3. Sustainable Urbanisation: Would you like to be educated in a floating school?</p>	<p>All will define the process of urbanisation, look at historical and current trends and examine future trends of it.</p> <p>Most will describe and explain a range of push/pull factors that influence urbanisation.</p> <p>Some will apply understanding of physical factors (climate/landlocked/no rivers) and human factors (LIC/NEE/historical reasons) to how this affects urbanisation.</p>	<p>Each lesson to have a recap starter activity (eg. quickfire quiz or 'geog your memory' style activity) in order to embed previous lesson content. These should be to varying degrees of scale (eg. based around what was covered last lesson, last week, last month)</p> <ul style="list-style-type: none"> To understand how and why we are living in an increasingly urbanised world, and what is driving that Describe and give reasons for Trends/patterns of urban living globally Examine global disparities in urban areas <p>STRETCH AND CHALLENGE</p> <ul style="list-style-type: none"> Why is population growth slowing down in urban areas? Create 3 questions (and answers) about 	<p>Literacy</p> <p>Urbanisation Mega city Natural increase Natural decrease Rural-urban migration NEE Push/pull factors Migration Economic development</p> <p>Numeracy</p> <p>Calculating population density/urbanisation Graph skills</p>	<p>Mid topic asst EOT asst</p> <p>Homework</p> <p>Keyword spelling/definition test Development indicator match up sheet Which is the best development indicator to look at when determining a country's level of devt and why?</p>	<p>Ppts Assessment ppts AQA 9-1 geography textbook Base maps Nomis ARCGIS</p>	<p>Studying people, where they live and our relationship with the environment. For students to explore their own feelings about people, culture, place and environment.</p>

			this topic then quiz a peer.				
Topic 1: Urban growth in Rio de Janeiro, NEE (Rio de Janeiro case study)							
3.2.1	<ol style="list-style-type: none"> How has Rio de Janeiro's geographic location shaped its national, regional and global importance? Why has Rio de Janeiro grown so rapidly and how has this changed the city and lives of people who live there? What opportunities does Rio offer to improve people's everyday lives? How does urban growth create new economic opportunities for Rio and its residents? Why is it so difficult for a rapidly growing city to provide safe and 	<p>Case study of a major NEE city (Rio de Janeiro, Brazil): reasons for its growth, economic and social opportunities and challenges. (Example- Favela Bairro Project)</p> <p>All will geographically describe Rio de Janeiro and identify economic opportunities and challenges within it. Most will explain reasons for its rapid economic and migratory growth and suggest reasons for the disparities within Rio. Some will propose a range of S/E/E reasons to evaluate the opportunities and challenges in Rio.</p> <p>All will identify how and why squatter settlement (Rio favelas) and the informal economy have developed in Rio. Most will explain how challenges of living in favelas and informal economy can be overcome (Favela Bairro Project) Some will propose solutions to the challenges of Rio Favelas and the informal economy.</p>	<p>Each lesson to have a recap starter activity (eg. quickfire quiz or 'geog your memory' style activity) in order to embed previous lesson content. These should be to varying degrees of scale (eg. based around what was covered last lesson, last week, last month)</p> <ul style="list-style-type: none"> To apply knowledge of urbanisation to city of Rio de Janeiro, and consider the effects of this. To examine how a NEE can cope with rapid urbanisation To examine the social and economic opportunities and challenges in Rio. <p>STRETCH AND CHALLENGE</p> <ul style="list-style-type: none"> Use the following keywords and your own knowledge to explain why the population of Rio is rapidly increasing: 	<p>Literacy Urbanisation Migration Natural increase Squatter settlement Informal economy</p> <p>Numeracy Data presentation – devt indicators Data comparison</p>	<p>Mid topic asst EOT asst</p> <p>Homework Keyword spelling/definition test Create a table of push/pull factors for migration in Rio.</p>	<p>Ppts Assessment ppts AQA 9-1 geography textbook Atlas</p>	<p>Students are instilled with a greater understanding and respect towards countries and their comparable cultures, religions and ethnicities during terms 3 and 4 when they undertake an in-depth study of Rio de Janeiro.</p>

	<p>affordable housing for everyone?</p> <p>6. Why is providing reliable water, sanitation and energy such a challenge in a rapidly growing city like Rio?</p> <p>7. How can improving education help to reduce crime in Rio?</p> <p>8. How are health and the environment connected in Rio?</p> <p>9. Can the Favela Bairro Project make life better for Rio's poorest communities?</p> <p>10. Has urban growth in Rio de Janeiro created opportunities or challenges?</p>		<p>push/pull factors; social opportunities; quality of life; services; infrastructure.</p> <ul style="list-style-type: none"> • Write a letter to the president of Brazil outlining how they can support homeless people in Rio and eventually eliminate informal settlements of Rio's favelas. 				
Term 4	Topic: Coastal landscapes UK						

<p>3.1.3</p>	<p>1. Why does Cornwall have such good waves for surfing? 2. Why are the White Cliffs of Dover falling into the sea? 3. How are coastal processes changing the shape of the coastline? 4. How does the geology of a coastline affect its shape? 5. How are new landforms created at the coast? 6. Can we ever truly control the shape of the coastline?</p>	<p>Example of geology and rock structure (Reculver coast) Example of coastal management (Reculver coast)</p> <p>All will identify characteristics of wave types and coastal processes (erosion/transportation/deposition/mass movement/weathering) Most will interpret different types of coastal transportation and deposition Some will interpret different geology of UK coastline and link this to erosional/depositional processes and landforms</p> <p>All will describe and explain a range of soft and hard engineering coastal management methods Most will justify which is the most effective coastal management strategy, with evidence Some will defend how a stretch of coastline in the UK should be protected, using evidence</p>	<p>Each lesson to have a recap starter activity (eg. quickfire quiz or 'geog your memory' style activity) in order to embed previous lesson content. These should be to varying degrees of scale (eg. based around what was covered last lesson, last week, last month)</p> <ul style="list-style-type: none"> To understand the inter-relationships between coastal processes and landforms Assess how best to manage (human) the changing coastline (physical) <p>STRETCH AND CHALLENGE</p> <ul style="list-style-type: none"> Design a fieldwork activity that could measure the effectiveness of groynes in trapping sediment. Suggest how the data could be presented. Justify the choice of presentation. 	<p>Realignment Constructive Destructive Weathering Mass movement Headlands/bays Wave cut notches/plateforms</p>	<p>Mid topic asst EOT asst</p> <p>Homework Keyword spelling/definition test Create coastal landforms Top Trumps Create a cartoon strip about the 4 types of erosion: attrition; abrasion; solution and hydraulic action Create a cartoon strip about the 4 types of transportation: traction; saltation; suspension; solution Create a coastal management factfile</p>	<p>Ppts Assessment ppts AQA 9-1 geography textbook Atlas OS maps</p>	<p>Students examine the relationships they have with the environment. Moral development exploring through decision making, examining place dealing with the impacts of cliff collapse. Social citizenship debates and discusses the planning process for coastal management strategies, and the impacts upon people.</p>
<p>Term 5</p>	<p>Topic: Economic development in Nigeria (Nigeria case study)</p>						
<p>3.2.2</p>	<p>1. Where is Nigeria located and how developed is it?</p>	<p>Case study of a major NEE (Nigeria): location and growth; changing industrial structure; S/E/E/P impacts</p>	<p>Each lesson to have a recap starter activity (eg. quickfire quiz or</p>	<p>Literacy Social Cultural</p>	<p>Mid topic asst EOT asst</p>	<p>AQA 9-1 geography textbook</p>	<p>Students are instilled with a greater understandin</p>

<p>2. How can we really measure development in Nigeria?</p> <p>3. How have political events affected Nigeria's development?</p> <p>4. How have events that happened in the past affected Nigeria's economic development?</p> <p>5. How are Nigeria's job market and trading relationships changing?</p> <p>6. Are TNCs having a positive or negative impact on Nigeria?</p> <p>7. What are the environmental effects of having a TNC locate in your country?</p> <p>8. How is aid benefitting Nigeria?</p> <p>9. What is the quality of life like in Nigeria?</p>	<p>of this; trading relationships (aid/debt); links with quality of life</p> <p>All will geographically describe Nigeria and give reasons for its population and economic growth.</p> <p>Most will suggest reasons for social/environmental and political changes in Nigeria.</p> <p>Some will predict future trends of economic/political growth in Nigeria.</p> <p>All will identify what a TNC is and locate the role of one in Nigeria (Shell oil), and advantages and disadvantages of it.</p> <p>Most will evaluate advantages/disadvantages of a TNC in Nigeria, and suggest S/E/E impacts of it being located there.</p> <p>Some will link the role of TNCs in Nigeria to future development and quality of life improvements.</p> <p>All will identify the difference between aid, loans and debt, and examine basic trading relationships.</p> <p>Most will explain how debt and historical factors can hinder a country's development.</p> <p>Some will suggest strategies to overcome debt/need for aid and how to improve trading relationships.</p>	<p>'geog your memory' style activity) in order to embed previous lesson content. These should be to varying degrees of scale (eg. based around what was covered last lesson, last week, last month)</p> <ul style="list-style-type: none"> To examine the social and economic development of Nigeria and how this has affected the environment/political context To investigate the positive and negative role of TNCs in Nigeria To assess environmental impacts of industry and urbanisation in Nigeria To assess quality of life in Nigeria <p>STRETCH AND CHALLENGE</p> <ul style="list-style-type: none"> Decide whether you agree or disagree with TNCs ... then defend the opposite side. "If Nigeria doesn't get it right, the 	<p>Political</p> <p>Environmental</p> <p>Transnational Corporations (TNCs)</p> <p>Aid</p> <p>Debt</p> <p>Quality of life</p> <p>Numeracy</p> <p>Comparison of devt indicators</p> <p>Graph skills</p> <p>Flow line maps</p>	<p>Homework</p> <p>Keyword spelling/definition test</p> <p>Create a sustainable business plan for a TNC (such as Shell) to locate in Nigeria.</p> <p>Predict projected S/E/E advantages and disadvantages of your plan.</p>	<p>Atlas</p>	<p>g and respect towards countries and their comparable cultures, religions and ethnicities during terms 3 and 4 when they undertake an in-depth study of Lagos and Nigeria.</p>
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			<p>whole of Africa will fail”</p> <p>Barack Obama said this – do you agree with him? What do you think he means by this?</p>				
Term 6	Topic 1: Climate Change						
3.1.1	<p>1. How do we know the climate was different in the past?</p> <p>2. Is climate change a naturally occurring process?</p> <p>3. Are humans responsible for climate change?</p> <p>4. Can the impacts of climate change be managed?</p> <p>5. Can we adapt to climate change and live with the impacts?</p>	<p>All will outline evidence for past climate change (ice cores; tree rings; continental drift)</p> <p>Most will link key historical changes to glacial/interglacial periods (little Ice Age; Industrial Revolution)</p> <p>Some will use evidence to justify that climate change is a natural/human phenomenon.</p> <p>All will describe and explain 3x natural and 3x human causes of climate change, and associated effects.</p> <p>Most will analyse natural and human causes of climate change to suggest which they think is having more of an effect.</p> <p>Some will predict future changes to climate, using evidence to support and justify.</p> <p>All will distinguish differences between adaptation and mitigation, and give examples of how to do these.</p> <p>Most will explain how mitigation/adaptation reduce the</p>	<p>Each lesson to have a recap starter activity (eg. quickfire quiz or ‘geog your memory’ style activity) in order to embed previous lesson content. These should be to varying degrees of scale (eg. based around what was covered last lesson, last week, last month)</p> <ul style="list-style-type: none"> Recognise that CC is a naturally occurring event, that may be being enhanced by human activity Apply methods to manage/adapt to CC <p>STRETCH AND CHALLENGE</p> <ul style="list-style-type: none"> How might a physical world map look different in 100 years time? 	<p>Literacy</p> <p>Quaternary period</p> <p>Ice cores</p> <p>Ocean sediments</p> <p>Solar output</p> <p>Orbital changes</p> <p>Greenhouse effect</p> <p>Enhanced GE</p> <p>Mitigation</p> <p>Adaptation</p> <p>Numeracy</p>	<p>Mid topic asst</p> <p>EOT asst</p> <p>Homework</p> <p>Keyword spelling/definition test</p> <p>Measure your carbon footprint on WWF website</p> <p>Create a personal plan of how you can reduce your own contribution to climate change</p>	<p>AQA 9-1 geography textbook</p> <p>Atlas</p> <p>Blank maps</p> <p>GIS</p>	<p>Supports students in their understanding of how numerous moral, spiritual and cultural factors and influences have moulded the nature of humanity and the globe. Looking at human causes of the enhanced greenhouse effect enables them to understand the consequences of their behaviour and actions.</p> <p>Encourages students to accept responsibility for their behaviour. To</p>

		<p>effects of climate change, using evidence.</p> <p>Some will evaluate mitigation/adaptation to justify which is more successful at reducing the effects of CC.</p>	<ul style="list-style-type: none"> Plan an episode of David Attenborough's Climate change: the facts. What would you include to cover and why? List a range of climate change impacts from a local to global scale. Compare S/E/E effects of climate change in LICs/HICs 				<p>distinguish moral dimension, such as human activity upon the environment. Social development deeper understanding of sustainability.</p>
<p>Topic 2: Study skills and revision of topics covered so far in preparation for end of year exams</p>							
		<ul style="list-style-type: none"> Exam practice workbooks CGP revision guides AQA 9-1 books Past papers Exam style questions from each topic GCSE pod BBC bitesize 					<p>A revision-centric approach during term 6 enables students to reflect on their GCSE geography journey thus far, and adopt creative and imaginative strategies to effectively recap their learning. Students are able to revisit their learning of numerous human geography topics - such as economic development,</p>

			quality of life and the development gap - and enrich their understanding and appreciation of different cultures, religions, ethnicities and socio-economic groups across the globe
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Year 11 Term 1							
Specification o References	Big questions	Topic Area: Main Items	Outcomes that students should be able to	Key Terms / Concepts (literacy)	Assessment and homework tasks (90-120 minutes per fortnight)	Resources	Personal developme nt curriculum links (SMSC, British values, PSHE)
Topic: Fieldwork and Geographical Skills							
3.3.2	<p>1. How do you develop an enquiry hypothesis?</p> <p>2. What is the difference between primary and secondary data?</p> <p>3. How do we stay safe, and what are the limitations of fieldwork?</p> <p>Additional Biq Questions following fieldwork practical day</p> <ul style="list-style-type: none"> ➤ Why did we go on the fieldwork, and what did we do? ➤ How did we collect data and why? <p>4. What do we do with geographical data once it's been collected?</p> <p>5. How do we analyse, and what are our conclusions?</p>	<p>All will collect data at Whitstable beach and high street and present data to prove/disprove hypotheses</p> <p>Most will devise their own hypothesis and plan an enquiry around it</p> <p>Some will fully evaluate and risk assess a fieldwork activity to Whitstable</p>	<p>Each lesson to have a recap starter activity (eg. quickfire quiz or 'geog your memory' style activity) in order to embed previous lesson content. These should be to varying degrees of scale (eg. based around what was covered last lesson, last week, last month)</p> <ul style="list-style-type: none"> • Undertake primary data collection as part of a fieldtrip: <p>-Measure and recording data appropriate to the chosen enquiries</p> <p>-Select appropriate ways of processing and presenting fieldwork data</p> <p>-Describe, analyse and explain fieldwork data</p>	<p>Literacy</p> <p>Primary Secondary Sampling Random Stratified Systematic Hypothesis Methodology Data presentation Analysis Conclusion Evaluation</p> <p>Numeracy</p> <p>Data manipulation/presentation Statistical analysis</p>	<p>Mid topic asst EOT asst</p> <p>Homework</p> <p>Design a fieldwork questionnaire Create a risk assessment table for Whitstable trip Plan a range of human/physical hypothesis (fieldwork enquiries)</p>	<p>Geographic al skills and fieldwork textbook AQA (9-1)</p> <p>Ppts Fieldwork booklets</p>	<p>Enable students to develop their self-knowledge, self-esteem and self-confidence by completing independent data collection in the field. The Whitstable fieldwork exercise enables students to participate in a variety of data collection tasks outside of the school setting, providing them with the opportunity to work and cooperate effectively</p>

	6. What is an evaluation?		<p>-Reaching conclusions and evaluate the geographical enquiry</p> <ul style="list-style-type: none"> • One physical and one human hypothesis, with a clear link to subject content. • Demonstrate an understanding of the interaction between physical and human geography through fieldwork. <p>STRETCH AND CHALLENGE</p> <ul style="list-style-type: none"> • What secondary data could you source to support your hypotheses? <p>How could you change your data collection methods to improve the reliability of your results?</p>				with their peers.
Term 2							
Topic 1: Tectonic hazards							
3.1.1	<p>1. Where are all the earthquakes and volcanoes?</p> <p>1. What happened in L'Aquila, Italy in 2009?</p>	<p>An example of an earthquake event in an HIC L'Aquila, Italy 2009</p> <p>An example of an earthquake event in an LIC Nepal 2015</p>	<p>Each lesson to have a recap starter activity (eg. quickfire quiz or 'geog your memory' style activity) in order to embed previous lesson content. These should be to varying</p>	<p>Literacy</p> <p>Constructive Destructive Conservative Plate margins Ocean trenches/ridges</p>	<p>Mid topic asst EOT asst</p> <p>Homework Keyword spelling/definition test</p>	<p>AQA 9-1 geography textbook Atlas Blank maps GIS</p>	<p>The hazards topics covered in terms 1 and 2 facilitates an interesting investigation into the socioeconomy</p>

	<p>OR What happened in Chile in 2010?</p> <p>2. What happened in Gorkha, Nepal in 2015?</p> <p>3. Are we ever able to predict a natural disaster?</p> <p>4. Why do people risk living next to a volcano?</p> <p>5. Are we able to reduce the impacts of a natural hazard or disaster?</p>	<p>All will be able to map tectonic plates globally and identify constructive, destructive conservative boundaries and associated hazards.</p> <p>Most will be able to explain how convection currents generated in the mantle drive the movement of tectonic plates.</p> <p>Some will be able to predict future tectonic hazard events based on proximity/movement of plates and boundaries.</p> <p>All will locate 2x LIC/HIC earthquake hazards (Italy/Nepal) and give primary and secondary effects and responses for each one.</p> <p>Most will compare effects and responses of Italy/Nepal earthquakes and suggest reasons for the differences.</p> <p>Some will evaluate effects/responses and justify which they think is most important in the event of an earthquake: primary or secondary responses.</p> <p>All will map key areas of tectonic hazard on a world map (eg Pacific ring of fire)</p> <p>Most will suggest a range of reasons why people live near</p>	<p>degrees of scale (eg. based around what was covered last lesson, last week, last month)</p> <ul style="list-style-type: none"> Understand the interrelationships between physical processes of tectonic plate movement and the risks/hazards/effects this poses for humans Assess the differences in short term/long term effects and responses to tectonic hazards in HICs/LICS <p>STRETCH AND CHALLENGE</p> <ul style="list-style-type: none"> Consider and suggest reasons why people who live close to natural hazards do not move elsewhere? 	<p>Convection currents</p> <p>Numeracy</p> <p>Richter scale</p>	<p>Write a news article reporting on a tectonic hazard event that has happened in a HIC and a LIC in the past 3 years</p>	<p>c effects of tectonic and weather hazards on various communities around the world, and induces numerous moral and ethical debates surrounding the relationship between affluence and impact severity.</p>
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		to tectonic hazards, and explain how to manage them (three P's) Some will apply understanding of HICs/LICs to how tectonic events are managed, and propose ways in which to reduce the effects of them at a range of scales.					
Term 3							
	Topic 1: Weather Hazards						
3.1.1	<ol style="list-style-type: none"> How does the global atmospheric circulation system affect our weather? Why don't we get tropical storms in the UK? How can you prepare for, and respond to, a tropical storm? How can you prepare for a tropical storm? Is weather in the UK becoming more extreme? 	<p>An example of a tropical storm event: Typhoon Haiyan 2013 An example of an extreme UK weather event- Somerset Levels 2013</p> <p>All will be able to identify the Hadley, Polar and Ferrell cells, and outline what effect they have on global climate. Most will be able to link global atmospheric circulation (GAC) with latitudes and global biomes to describe a range of climates around the world. Some will explain how GAC, Coriolis effect, latitudes and jet streams all interact to give us our different weather systems.</p>	<p>Each lesson to have a recap starter activity (eg. quickfire quiz or 'geog your memory' style activity) in order to embed previous lesson content. These should be to varying degrees of scale (eg. based around what was covered last lesson, last week, last month)</p> <ul style="list-style-type: none"> Explain how weather patterns are influenced by Earth's movement/position Assess the effects and responses to TRS and an extreme weather event in the UK <p>STRETCH AND CHALLENGE</p>	<p>Literacy Coriolis effect Insolation Jet stream Ferrel, Hadley and Polar cells Typhoon Hurricane Cyclone Vortex Drought</p> <p>Numeracy Graphical skills Map skills Flood data</p>	<p>Mid topic asst EOT asst</p> <p>Homework Keyword spelling/definition test Write a news article reporting on an extreme weather event that has happened in a HIC and a LIC in the past 3 years</p>	<p>AQA 9-1 geography textbook Atlas Blank maps GIS</p>	<p>The hazards topics covered in terms 1 and 2 facilitates an interesting investigation into the socioeconomic effects of tectonic and weather hazards on various communities around the world, and induces numerous moral and ethical debates surrounding the relationship between affluence and</p>

		<p>All will describe conditions needed for a tropical storm (TRS) to form, and locate where they happen globally along with their effects and responses.</p> <p>Most will categorise effects and responses into primary/secondary, and distinguish how this differs between HIC/LIC</p> <p>Some will evaluate primary/secondary effects to discern which are more damaging, and evaluate primary/secondary responses to discern which are more successful at reducing effects.</p> <p>All will examine how a range of extreme weather events can affect the UK.</p> <p>Most will distinguish S/E/E effects of extreme weather in the UK, responses.</p> <p>Some will examine past weather events and future predictions to suggest if extreme weather events are becoming more common in the UK.</p>	<ul style="list-style-type: none"> • How might aspects of this topic change in the future? Why? • If you were to be given numerical data on tropical storm wind speeds, how could you analyse that data? 				impact severity.
Term 4							
Topic 2: Example and case study revision							
3.3.1	1. When will the Amazon Rainforest	Power points					A revision-centric

	<p>become respected and protected?</p> <p>2. Why is Lagos Nationally and Internationally Important?</p> <p>3. What are the social, economic and environmental challenges to living in Lagos?</p> <p>4. Why is human activity in cold environments both opportunistic and disadvantageous?</p> <p>5. How has Shoreditch in London gone through gentrification?</p> <p>6. How did the Olympics change London?</p> <p>7. Can cities ever be sustainable?</p> <p>8. What are the positives and negatives of growing food using a large-scale agricultural system?</p> <p>9. Can food supply be made more sustainable?</p> <p>10. What coastal management techniques work to protect the coastline?</p> <p>11. What flood managements</p>	<p>Exam practice workbooks</p> <p>CGP revision guides</p> <p>AQA skills and fieldwork books</p> <p>AQA 9-1 books</p> <p>Past papers</p> <p>Exam style questions from each topic</p> <p>GCSE pod</p> <p>BBC bitesize</p>	<p>approach during terms 4 and 5 enables students to reflect on their GCSE geography journey thus far, and adopt creative and imaginative strategies to effectively recap their learning. During revision time in terms 4 and 5, students are able to revisit their learning of numerous human geography topics - such as economic development, quality of life and the development gap - and enrich their understanding and appreciation of different cultures, religions, ethnicities and socio-economic groups across the globe</p>
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	techniques work to prevent flooding?					
Term 5						
	Topic: Pre-release booklet (Issue Evaluation for Paper 3)					
3.3.1	<p>Big Questions and lessons created as soon as AQA release pre-released booklet (March/April).</p> <p>TBC</p>	<p>All will read the booklet, annotate key information and manipulate available data.</p> <p>Most will analyse info in the booklet to infer key information.</p> <p>Some will make synoptic links between the booklet topic and other topics in the GCSE course.</p>	<p>Each lesson to have a recap starter activity (eg. quickfire quiz or 'geog your memory' style activity) in order to embed previous lesson content. These should be to varying degrees of scale (eg. based around what was covered last lesson, last week, last month)</p> <ul style="list-style-type: none"> Analyse key issues in pre-release booklet Classify S/E/E effects Complete activities that will be created as soon as teachers have access to booklet: map skills; exam style questions; debate/discussion <p>STRETCH AND CHALLENGE</p> <ul style="list-style-type: none"> What other physical/human processes does this link to? What synoptic links could you make between the booklet topic and the rest of the GCSE geography course? 	<p>Literacy Will be dependent on the booklet content</p> <p>Numeracy Graph/data analysis</p>		<p>Pre-release booklet Pre-release ppt</p> <p>As part of the allotted time spent on the pre-release material during term 4, students are tasked with analysing and answering questions on the booklet's content in small groups, improving their ability to consult and cooperate with members of their diverse class group.</p>

Topic 2: revision and exam practice		
		<ul style="list-style-type: none"> • Exam practice workbooks • CGP revision guides • AQA skills and fieldwork books • AQA 9-1 books • Past papers • Exam style questions from each topic • GCSE pod • BBC bitesize <p>A revision-centric approach during terms 4 and 5 enables students to reflect on their GCSE geography journey thus far, and adopt creative and imaginative strategies to effectively recap their learning. During revision time in terms 4 and 5, students are able to revisit their learning of numerous human geography topics - such as economic development, quality of life and the development gap - and enrich their understanding and appreciation of different cultures, religions, ethnicities and socio-economic</p>

			groups across the globe.
Term 6 – N/A			